

HIST 651
AMERICANS IN THE WORLD
MONDAYS, 6:30-9:20
WALC 3090

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Student Hours:
Online Only: By appointment

COURSE OVERVIEW

For the last two decades, scholars have emphasized the need to place United States history in a broader global context, a process that involves transcending the boundaries of the nation state in favor of a more global perspective. This impulse now resonates at every level of our profession: at our professional conferences, in university presses, inside university administrations, and inside hiring committees. This reading seminar will examine the premises, objectives, and results of this ongoing endeavor. We will focus our attention primarily on the twentieth century and we will examine and evaluate innovative scholarship that follows American tourists, artists, musicians, missionaries, corporations, ideas, values, and goods beyond the borders of the United States and into the world.

REQUIRED TEXTS

- *The Familiar Made Strange: American Icons and Artifacts after the Transnational Turn*, Brooke Blower and Mark Philip Bradley
- *Crossing Empires: Taking U.S. History into Transimperial Terrain*, Kristin Hoganson & Jay Sexton
- *Native American Whalemen and the World: Indigenous Encounters and the Contingency of Race*, Nancy Shoemaker
- *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy*, Matthew Karp
- *Empire of the Senses: Bodily Encounters in Imperial India and the Philippines*, Andrew Rotter
- *The Global Interior: Mineral Frontiers and American Power*, Megan Black
- *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*, Keisha Blain
- *The Kingdom of God has no Borders: A Global History of American Evangelicals*, Melani McAlister
- *Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion*, Jane Hong

- *Gateway State: Hawai'i and the Cultural Transformation of American Empire*, Sarah Miller Davenport
- *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific*, Simeon Man
- *U.S. Foreign Policy and Muslim Women's Human Rights*, Kelly Shannon

COURSE REQUIREMENTS

GRADE BREAKDOWN: The following elements will constitute your final grade:

Participation	(20%)
5 Reading Responses	(50%)
Comparative Book Review	(15%)
Conference Paper	(15%)

CLASS PARTICIPATION

Participation will account for 20% of your final grade. Unless you are ill, you are expected to participate in discussions. Consistent lateness or missed classes will negatively affect your overall grade. You should email me in advance if you know you cannot attend class for any reason other than illness.

DISCUSSION QUESTIONS

If you plan on writing a reading response or review for that week's book, you will also be partly responsible for guiding the discussion that week. Those of you writing reading responses should email me 2 questions that you would like to discuss with the class by Wednesday at noon, the day of each class. I will organize and circulate the complete list to the entire class shortly thereafter.

Each class meeting will be based on three distinct but related discussions. We will begin by orienting ourselves in the argument of the book under consideration. We will then analyze and critique the monograph, paying particular attention to concepts, methodologies, sources, the validity of the author's arguments, and assessments of that scholar's contribution to the broader literature. This discussion will be framed by the questions you contribute beforehand. Finally, we will consider what questions and issues this work suggests for future research, and where scholars might go from here.

READING RESPONSES

You will write **five** two-page responses to the readings over the course of the semester. These will be due on the day the book is discussed in class. You can choose which books to respond to, but they should not be the same two books that you choose to formally review. These responses should be brief and to the point and consider the following questions: What contributions has the author made to our understanding of American history by adopting a transnational or global methodology? Was the author successful? What possibilities for further research do these books suggest?

COMPARATIVE ANALYTICAL BOOK REVIEW

You are required to write **one** five-six-page comparative book review during the semester. Your review will be based on any two of the assigned readings. Depending on the books you choose, the review will be due on the day we discuss the second book in class.

Analytical book reviews are not simply summaries of the book under review. You should certainly provide an overview of the authors' main arguments, but you should also analyze the following aspects of the work: how do these books fit into the broader literature? How successfully does each author make her or his argument? What evidence do the authors use, and what are some of the advantages and disadvantages of using those sources? What contributions has each author made to our understanding of American history by adopting a transnational or global methodology? What other issues have these authors chosen to ignore? Should the authors have addressed other issues? If so what should the authors have included and why? Finally, what possibilities for further research do these books suggest?

CONFERENCE PAPER

At the end of the semester we will hold our own mini-conference. Near the beginning of the semester we will form panels. Together, you and your panel will devise a broad theme and prepare a brief panel proposal. You can choose any theme whatsoever, as long as it addresses the effort to place American history in a global context. Each of you will also prepare a brief (1-paragraph) paper topic proposal, and you will submit the entire panel proposal to me by **Monday, October 19**. The conference will take place at the end of the semester.

Your paper should be exactly 6 pages long (a 15-minute presentation). It should be based on primary sources, and should put forward a new transnational or global interpretation of a familiar event/moment in American history. These can be somewhat speculative, as good conference papers often are. Use your imagination, but ground your findings in the historical record. This paper will be due via email by **5pm on Monday, December 7**.

DISCLAIMER

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Brightspace or can be obtained by contacting me via email.

TOPICS & READING ASSIGNMENTS

- Mon. Aug. 24: **Introduction**
- Mon. Aug. 31: **The Global Contexts of American History**
The Familiar Made Strange: American Icons and Artifacts after the Transnational Turn
- Mon. Sept. 7: **The Global Contexts of American History, Part II**
Crossing Empires: Taking U.S. History into Transimperial Terrain
- Mon. Sept. 14: **Native Americans in the World**
Native American Whalers and the World: Indigenous Encounters and the Contingency of Race
- Mon. Sept. 21: **Visions of Antebellum/Civil War America in the World**
This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy
- Mon. Sept. 28: **America Empire & Colonialism**
Empire of the Senses: Bodily Encounters in Imperial India and the Philippines
- Mon. Oct. 5: **Trade and Minerals**
The Global Interior
- Mon. Oct. 12: **African American Women and the World**
Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom
- Mon. Oct. 19: **Religion and The World**
The Kingdom of God has no Borders: A Global History of American Evangelicals

Panel Submissions Due

Mon. Oct. 26: **Modern Colonialism**
Gateway State: Hawai'i and the Cultural Transformation of American Empire

Mon. Nov. 2: **Migration**
Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion

Mon. Nov. 9: **Race & Empire**
Soldiering Through Empire: Race and the Making of the Decolonizing Pacific

Mon. Nov. 16: **Conference Panels I, II, & III**

Mon. Nov. 23: **Conference Panels IV & V**

Mon. Nov. 30: **Human Rights and Women's Rights**
U.S. Foreign Policy and Muslim Women's Human Rights

Final Papers Due, Monday, December 7

GRADE SCALE

A	93-100
A-	92-90
B+	88-89
B	83-87
B-	82-80
C+	78-79
C	73-77
C-	72-70
D	60-69
F	0-59

COVID-19 POLICIES

ATTENDANCE

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

PROTECT PURDUE GUIDELINES

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus building, at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting

desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

IF YOU ARE QUARANTINED OR ISOLATED

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

UNIVERSITY POLICIES

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Please make sure that you are familiar with Purdue's academic integrity policies:
<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

NONDISCRIMINATION POLICY STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

MENTAL HEALTH STATEMENT

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.